A R E P O R T

Submitted to His Eminence, the Minister of Education in the Hashemite Kingdom of Jordan, concerning possibilities of raising the standard of Men Teachers Training College to four-year degree-granting colleges (B.A. and B.Sc.) and to enable them to teach in the elementary, preparatory and secondary classes and to give chance to those who like to continue their higher education.

SUBMITTED BY

Dr. Emir Boqtor

Dean of Education College - American Univ.
Cairo

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I. INTRODUCTION

One of the first things to be taken into consideration in establishing colleges and institutes for training teachers is that their educational aims should agree with the general aims of education, so that the teacher should not be a stranger to the cultural environment, secluded from the high classes, so different that he can't take part in the daily life freely and in a natural way, without affectation and hesitation.

Therefore, it is a must that those responsible for the Men Teachers Training College in Amman, and the Women Teachers Training College in Ramallah to apply the above-mentioned principles. These principles and aims can be summarized as follows:

(1) Paving the way for the individual to raise his potentialities and develop them to such an extent that enable him to be well adjusted to the environment, taking care of his physical, psychological, and mental health, and developing his vocational, mental and aesthetic capabilities.

(2) To supply him with general cultural elements which would give him social competence, and qualify him to be a useful member in the family and community, creating from him a good citizen in the state, knowing other peoples' manners and civilizations, moderate in conciling the mind with his emotions.

(3) To consider balancing the selection of materials which form his cultural heritage, e.g. he should not care for physics at the expense of social science and vice versa, or practical and materialistic subjects at the expense of spiritual matters and vice versa.

(4) The learning of these materials should qualify the individual to earn vocational skills, or the basic elements which lead to that.

(5) Prepare those who have talents, tendencies, and capabilities to continue their higher education so as to acquire high qualifications and the ability to practice scientific research.

II. Modern Tendencies in Teachers' Preparation

The old system in preparing teachers in many countries to a recent date was the establishment of institutes, in which the studying period was for only two years above the secondary level. These institutes used to prepare teachers to teach in kindergartens and elementary schools.

But this situation has developed at the beginning and after the second World War, and these institutes were changed into teachers colleges with four years of study, after which the graduates are granted a (B.A.) or (B.Sc.) in education. Other institutes followed the same system, such as the Liberal Arts Colleges in U.S.A. This was accomplished by designating about 1/6 of the credit nours during the four years to teach psychology and education to the students who want to enter the teaching profession.

The difference between the graduates of the teachers colleges and their colleagues of Liberal Arts Colleges was that the first group distinguished themselves in knowing well the psychological and educational materials. They also surpassed the other group in teaching methods and understanding the nature of children, by understanding human nature in general. The other group distinguished themselves by specializing in the subjects they prepared themselves to teach.

The admirers of the second group blamed the first group because they cared for the method of teaching and neglected the subject matter they teach. The admirers of the first group blamed the second group because they cared for the teach/ing material in which they were specialized, at the expense of teaching methods, and their ignorance of the right methods to impart knowledge to the minds of people.

After a fiece war between the supporters of the first group and the other group and after controversy and arguments appeared in the educational magazines and took place on the rostrums of many countries, the inclination turned to fill the vast crevice between the two parties, and to draw the two points of view closer. Later, both kinds of graduates of these colleges were becoming acceptable for teaching, and further well-qualified to continue their higher education in case they want to get their Masters or Doctors degree.

III. System of Credit Hours

In the American Colleges and Universities, as well as the other colleges which prepare their students for degrees - such as B.A. or higher - the number of credit hours during four years are between 120 to 130 credit hours. The definition of the credit hour which usually lasts for 50 minutes is the period during which the teacher meets his students once a week for about half an academic year, or about 18 weeks.

It was also customary to designate three credit hours per week for every subject for a period of half a year. It is also possible that the number of credit hours may, in few occasions, be decreased to two credit hours or less in certain subjects, which means that the student will have the chance to study five subjects in half a year, (about 15 credit hours), or 10 subjects in the whole academic year (or 30 credit hours).

Nothing except the practical lessons are exempted from such as the periods of Physics in laboratory hours, in which case every two hours are considered as one credit hour, because it needs no preparation by the students.

The student is supposed, for every credit hour, to spend double the period designated for it to prepare and seek refereces. In other words, the subject requires three credit hours (in the class with the teacher and his classmates) per week, in addition to 6 hours for his private study in the library, at home, and at other places.

Distribution of Credit Hours

These hours are distributed among the different subjects during the four years, in certain proportions, differing from one college to another. Some colleges are inclined to increase the credit hours of subjects of specialization, others are inclined to increase the credit hours of the vocational subjects, others direct their efforts to the general cultural subjects, Certainly, the best program is that which keeps balance among all subjects.

Whenever the college enlarges and extends, and the number of its staff is increased, its teaching subjects increase, and vica versa. Anyhow, in both cases it consists of four groups as follows:

1. The general group of cultural courses
2. The group of special courses, in which the student concentrates his efforts because they agree with his qualifications and inclinations, and because he intends to specialize in them.
3. The group of complementary elective courses which are in line with their special hobbies.
4. The group of professional courses (Psychology and Education).

IV. <u>Details of the Four Groups</u>

1. <u>General or Cultural Courses</u>

The purpose of these courses is that they should be the basis for general education and culture, and the information which every student is supposed to know, no matter what is the subject he wants to be specialized in. These are the subjects which every cultured person should have, whether he is a teacher, a medical doctor, an engineer, an advocate, or a business man.

These subjects take about half the number of credit hours. Educators differ widely in selecting these subjects from many subjects which fit this kind of study in particular after knowledge in every subject has become diversified and divided into many branches and its scope has become so wide. These are: Social Sciences, Humanities, and Natural Sciences.

On the whole, these subjects should include the mother tongue, one international foreign language, Sociology, an introduction in ~~xxxx~~ Philosophy, one kind of fine art, handicrafts or anything that develops the taste, etc., according to the needs of different environments. Care should be taken that these subjects be general, which means that they are not included in the ~~specialized~~ subjects of specialization, e.g. the English language is different from that which the specialized student intends to teach, the same is with psychology and sociology etc.

2. <u>Specialized Courses</u>

Specialized courses mean the subject or group of subjects in which the student intends to specialize. It is true that the teacher in the elementary stage is required to teach all subjects. In other words he has to specialize in teaching the class and not to be specialized in the subject. But the student in the training colleges of four years is supposed to concentrate his efforts in a certain subject or group of subjects, so that he might be able to teach them in the preparatory stage or in secondary classes.

Some of the teachers training colleges add a fifth year to those who want to continue their study to get (M.A. or M.Sc.) and specialize in a subject or a group of subjects which qualify them to teach in the secondary stage. But this cannot be accomplished in all colleges. Therefore, it is necessary that the colleges of four years should make preparations in their system for these specialized courses. They contain usually the mother tongue, one foreign language or more, social studies, natural science and mathematics.

In the countries which don't have special colleges for physical education and others for afts education, it becomes necessary for teachers training colleges of four years to have some of their students specialize in these two fields.

These courses should have about 18 credit hours according to the requirements.

3. Elective Courses

This group consists of courses subject to the selection of the students. The purpose of these courses is to give the student a chance to complete the credit hours as he wishes and according to his own hobbies. It may happen that the other subjects are so difficult thatlighter subjects should make up for this difficulty and effort. Sometimes, the group of courses may be void of subjects that can enable him to fill his leisure time. Therefore, he finds in the electives what may meet his need.

The credit hours for this group is (10).

4. The Professional Courses

These courses include psychology and education, which prepare the student to be acquainted with the newest methods to carry his specialized subject to the minds of his students. They also help him understand the psychology of children and adolescents.so as to know the causes of their behavior and the emotions and reactions behind these impulses.

These courses should be varied so as to meet the needs of the students, on condition that they include at least general and special teaching methods, history and philosophy of Education, school administration, Syllabuses, as well as educational psychology, childhood and adolescence psychology, learning, motivation, intelligence tests and evaluation, etc.

The credit hours for these courses are between 35 and 45 periods including practical teaching.

It is worthwhile to mention that these numbers are approximate, and the college can use them according to the needs.

V. Men Teachers Training College - Amman
Women Teachers Training College- Ramallah

If we follow the aforementioned paragraphs, concerning the modern programs for preparing teachers in colleges of four years which qualify students for the (B.A.) (B.Sc.), and if we look at the present situation of Men Teachers College and Women Teachers College, it would be obvious that the basic requirement for both colleges to raise their standard are:

(1) Excellent students from secondary schools.
(2) Teachers having university degrees which qualify them to teach their specialized subjects.In other words they should have a certain proportion of their staffs of M.A. graduates and Doctors.
(3) A rich library with important references, volumes, books and magazines which meet the needs of students in each of the afore-mentioned general groups. It is also necessary to follow the modern system of libraries in connection with the index, lending of books, and reading rooms etc.

(4) The building and furniture
(5) Science laboratories, equipment and materials needed for them - maintenance.
(6) Audio-Visual aids - projector, movie, maps, slides and filmstrips.

When revising these requirements we arrive at the following:

(1) Both colleges can select at the beginning of each year a group of the best students who completed the secondary education. This is practical because of the great interest in these two colleges and the availability of raw material to select from.

(2) Providing the two colleges with qualified teachers for the different subjects is an urgent necessity, because they are the main strong support for this great project.

(3) The college libraries in Amman and Ramallah deserve the pride of the Ministry of Education because they are rich with references, following an excellent system of arrangement. They also have all necessities required by the students in modern colleges. All that is needed to provide them every year with a group of new published books in different subjects. To say the truth, in their present situation, they don't need much, and they can meet the needs of the students.

(4) The building may be adjusted to fit both colleges in case of extending their study period to four years. They only require some additional furniture. Anybody who visits the Women Teachers College and the attached Demonstration School, will admire the great care in their maintenance and the wonderful furniture in their rooms and the complete cleanliness everywhere.

In fact, the possibilities of the building in the Men Teachers College in Amman and the Demonstration School nearby are not inferior to those of Ramallah.

(5) Laboratories, in their present situation, are not sufficient for the students. Anyhow, the only thing they require is the necessary equipment and preparation of a special room under the guidance of a laboratory assistant, in which equipment and surplus of materials are kept. Laboratory assistant should be an expert in maintenance and repairing of the equipment.

When qualified teachers are available it would be very easy to prepare the place for the students to carry on their experiments.

(6) Audio-Visual aids need to be increased. Nevertheless, it is possible for both colleges (especially that of Amman) to borrow many articles of equipment such as films from different establishments in case the college could not be provided with these articles instantly.

VI. Recommendations

The following are very brief suggestions that should be considered in the light of the detailed principles mentioned in the above paragraphs of this report:

1. It is suggested that an autonomous board be formed for the two colleges, some members of which would not be in education. In addition, there would be the Dean of Amman College and the Dean of Ramallah College and prominent education personnel. All would be under the chairmanship of the Minister of Education. Its authorization is to be confined to the principal matters such as: determining the budget, discussing its items, approving the employment of its teachers and their promotions, amendment of its syllabus and giving the two deans and the teaching staff free hand in administering matters.

2. Priority should be given to providing the said two colleges with capable and qualified teachers, before preparing the two centers for graduation of students and granting them the (B.A.) degree. This, of course, necessitates the establishment of a new paying system with higher rates of salaries to be granted to the faculty in proportion to their academic ranks (professor, professor assistant, assistant professor, teacher, teacher assistant).

3. Consideration should be given to the pattern above-mentioned in articles (III and IV) of this report as the basis on which the syllabi are to be designed and the periods to be distributed on the four said groups (general cultural courses, specializing courses, electives, professional courses), taking into consideration flexibility/in distribution.

4. Graduation should be confined in the beginning to the students of the arts program and postponement of graduation of their colleagues who study the sciences until all the necessary plans and equipment are secured, provided that (B.A.) degree should only be awarded at present and not (B.Sc.) degree.

5. Balance should be taken into full consideration regarding the contents of subjects. Care must be taken not to stuff a subject at the expense of another as it is noticed in the syllabi of history, geography, and the Arabic language at present.

6. The present social studies are very poor and badly in need to be nourished with psychology, sociology, political science, economics, and philosophy. This does not mean that the student should study all this, but select those in conformity with the pattern stated in para. (3) above.

7. The English language should be given special attention, not only by those students who intend to specialize in this field but by all students, so as to enable them to acquaint themselves with the technical references from one side, and to pave the way for those who may continue their studies in foreign institutes for higher degrees.

8. Special emphasis should be placed on the above paragraph and it is strongly recommended that some of the prescribed subjects of the four said groups mentioned in paragraph (3) should be taught in English. This practice is, without doubt, adopted in the countries that need the means of acquainting their individuals with scientific inventions in international languages such as Holland, Belgium, and Scandinavian countries in which some of the prescribed subjects in the secondary schools and colleges are taught in English, German, or French.

9. Until this language is well-established in the country the newly selected students should be the best applicants who have passed a special examination in this language.

10. It is suggested that Religion be co-mingled with philosophy in the group of general cultural subjects, provided that good selection of contents be considered to cope with the syllabus of philosophy, which should be a suitable introduction to those who are willing to specialize in this course in higher education.

11. Certain funds are to be allotted in the budget yearly for the purchase of books and periodicals, needed for the aforementioned groups. The library is to be provided with assistants, when the number of books, references, periodicals and students is increased.

12. That a special (counselling and guidance) section be established in each of the two colleges, administered by the Assist. Dean, the clinical psychology specialist, and the Counselor if available, provided that the objective of this section is to handle students disciplinary problems and the academic counselling, to solve their family and personal problems and their Emotional Disturbances. That every professor or teacher be in charge of a number of students to be their advisor in their study problems and that Disciplinary problems be left to the Assistant Dean if necessary, and that Emotional Disturbances be left to the Psychology professor assigned for this section.

No doubt that this section is an important factor in managing matters in a suitable way and in promoting the level of the students in knowledge, career and behavior.

13. To make certain and to promote advisement in which all faculty are participating, it is advisable that a special room be devoted for not more than two or three of them if possible so that guidance and instruction may be given in a very quiet and suitable atmosphere.

14. The teaching load must not exceed 15 periods because if the teacher is overworked, the value of the lectures that he prepares and delivers decreases. This load must be decreased when the number of the students increases.

15. That the student be given a great share in the extra class activities, sports, music, entertainment, and social activities in general.

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